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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: the ethics and aesthetics of literature study in the secondary school; the relationship between adolescents' levels of moral development and their responses to short stories; concepts of death presented in contemporary realistic children's literature; three approaches to teaching poetry to sixth grade students; developing an affective heuristic in literary response; teachers as characterized in contemporary juvenile fiction; computerized content analysis of literary response; children's book reviews from "Horn Book Magazine," 1975; black literature in community college English programs and some guiding principles for teaching black fiction to the "new student"; need fulfillment imagery in fantasy literature for children; teaching native American literature in the high school; teachers' versus students' perception of a children's book; sex-role stereotyping in selected American children's fiction from 1950 to 1974; the reading practices of participants in continuing education activities; personalized instruction and mastery learning; and responses to short stories as related to interest among community college students. (FL)

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Literature, Literary Response, and the Teaching of Literature:

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Compiled by the staff of the

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THE ETHICS AND AESTHETICS OF LITERATURE STUDY IN THE SECONDARY SCHOOL: A SOCIOLINGUISTIC APPROACH

Order No. 7921541

ANDERSON, Philip Michael, Ph.D. The University of Wisconsin-Madison, 1979. 134pp. Supervisor: Professor Nathan S. Blount

Statement of the Problem

Current literary and aesthetic theories in literature study are inadequate as pedagogy when applied to the secondary school classroom. These theories do not provide for the non-college-bound students, and the theories have no relation to any current theory of learning. Secondary school literature study needs a common culture pedagogical theory to demonstrate its ethical and aesthetic worth in opposition to technical forms of reading.

Procedure

The thesis is divided into three main sections. Part I is a socio-historical critique of the cultural assumptions embodied in current literary and aesthetic theories, with reference to secondary school literature instruction, and a presentation of the cultural theories of Raymond Williams.

Part II contains a pedagogic theory for literature study in the secondary school based on a sociolinguistic model, derived from psycholinguistic and communication theories. "Technical" and "aesthetic" forms of language experience are defined and examined in terms of cognitive development, as represented by verbal thought, and communicative competence.

Part III is an application of the theory to current practices in the secondary English classroom, especially the teaching of reading, and a consideration of the ethical and aesthetic implications of these practices.

Results

Current literary and aesthetic theories have arisen historically from elitist conceptions of culture. For education in a democracy, educational theory is best served by a common cultural perspective in which communication through the socially-shared reciprocal act of language is the basis of literary art.

Through the theories of Lev Vygotsky and James Britton, language development and cognitive growth are shown to be social processes and to be aesthetic in nature. Relying, in part, on a sociolinguistic reconceptualization of Louise Rosenblatt's transactional literary theory, reading is shown to be a form of communicative action. "Aesthetic" and "technical" forms of reading are defined in terms of dialogical and monological structures of communication as expressed in the communications theories of Paulo Freire and Jürgen Habermas. Aesthetic forms of reading are demonstrated to maximize linguistic and cognitive possibilities and communicative competence. Technical forms of reading restrict linguistic, cognitive and communicative possibilities, and, in the context of Basil Bernstein's theory of sociolinguistic codes, perpetuate social-class language differences.

Historically, "reading" instruction in the secondary school grew out of the social control movement. Reading, in opposition to transactional literary reading, is a technical form of language-experience and communication and restricts linguistic, cognitive, and communicative possibilities. Reading programs are aimed primarily at the lower classes and, therefore, perpetuate social-class language differences.

Conclusions

Transactional literary reading, as an aesthetic communication form, is a necessary component in the cognitive development of adolescents and in the development of communicative competence for meaningful participation in the democratic process. Reading, as a technical form, is a non-aesthetic form of distorted communication and cognitive deprivation which denies the lower classes meaningful participation in the democratic process; the use of such a model by educators can only be considered unethical.

A STUDY OF THE LITERATURE OBJECTIVES OF THE PITTSBURGH SCHOLARS PROGRAM IN ENGLISH, GRADES 10 AND 11

Order No. 7924697

APPLE, Natalie Cohen, Ph.D. University of Pittsburgh, 1979. 233pp.

The statistical analysis showed a significant concurrence among the four groups using both unweighted and weighted responses. The objectives and their priorities for the literature program in descending order were (1) literature as it reflects society, (2) analysis of the author's craft, (3) evaluation, (4) affective appreciation, and (5) personal relevance. The objectives selected by the four groups corresponded to the ones found in the curriculum.

To determine if pupils were attaining the existing objectives for literature, the vocabulary and reading comprehension sections of the Iowa Silent Reading Test were administered. Scholars' scores were compared to the scores of the reference group of college preparatory pupils. Gifted pupils in both grades scored in the above average range, and academically talented pupils scored in the high average range. Pupils also wrote an expository theme which was graded for content and mechanics by a panel of three experienced English teachers. A t test revealed a significantly higher level of attainment for the gifted pupils compared to the academically talented, and the eleventh grade scored higher than the tenth grade pupils. Expository writing scores and course grades also tended to support the high level of attainment of the gifted and academically talented pupils.

It was concluded that the objectives and priorities chosen for the Scholars literature program as stated by the Scholars pupils, their parents, Scholars English teachers and other teachers were reliable and concurred with the curriculum. The information provided by this study should be useful to educational policy makers at all levels from the classroom teacher to the Pennsylvania Department of Education.

AN INVESTIGATION INTO THE EFFECTS OF A SPECIFICALLY DESIGNED INTRODUCTORY POETRY UNIT ON THE COGNITIVE GAINS AND AFFECTIVE RESPONSES OF NINTH GRADE STUDENTS

Order No. 7922395

BALL, Eugenia Ruth, Ed.D. The University of North Carolina at Greensboro, 1979. 180pp. Director: Dr. Lois V. Edinger

The purpose of this study was to determine whether a specifically designed unit of poetry study could produce cognitive achievement without damaging affective growth in appreciation of poetry for ninth grade students. In this study, cognitive achievement refers to measurable objective test items and affective growth refers to indications from student responses on a pre- and post-survey instrument. A corollary was to determine whether a teacher who was reluctant to teach poetry could replicate the unit with equal success.

Eight heterogeneously grouped ninth grade classes were randomly selected and assigned for three groups of two classes each to obtain treatment and testing while one group of two classes received no treatment and served as the non-equivalent comparison group. Each treatment group was taught by a different instructor. All three groups, however, were involved in a developmental sequence of poetry which utilized mutual materials. Teaching styles and student-teacher relationships were uncontrolled variables.

Objectives for the cognitive achievement were established by the author based on predetermined expectations of senior high school English teachers for minimal poetry skills to be acquired by the completion of ninth grade English. Pre- and post-tests consisting of five items on figurative, poetic language and five items on structure were administered. Through analyses of variance, null hypotheses concerning cognitive gain between the treatment groups and the comparison group and differential treatment effect among the three treatment groups were tested at the .01 level of significance. Pre- and post-attitude surveys were administered and subjected to various chi-square analyses to assess treatment effect at the .01 level of significance.

The analyses of variance results indicated a significant cognitive gain for the treatment groups when compared with the non-treatment group but no significant differential treatment effect on cognitive growth among the treatment groups. Chi-square analyses showed no significant treatment effects on the affective responses.

It was concluded from the study that a specifically designed poetry unit can produce significant cognitive growth without adversely affecting the students' attitude toward poetry. It was also concluded that a teacher who is reluctant to teach poetry can replicate the unit of study with equal success. It was a major recommendation that further research be conducted to determine possible teaching methods which would increase relevancy and credibility of poetry for students.

THE RELATIONSHIP BETWEEN ADOLESCENTS' LEVELS OF MORAL DEVELOPMENT AND THEIR RESPONSES TO SHORT STORIES

Order No. 7914541

BENNETT, Susan Gail, Ph.D. University of California, Berkeley, 1978. 207pp.

This study investigated a relationship between a reader's level of moral development and his preferred mode of response to literature. It is hypothesized that adolescent readers operating at the principled level of moral development as tested by James Rest's Defining Issues Test (DIT) will prefer the interpretive mode. Readers at levels below the principled will more frequently choose any one of six other modes of response to the same three short stories. The other possible modes of response include narrative, associational, literary judgment, prescriptive, self-involvement, and miscellaneous.

During three of their regular English classes, 74 Caucasian, middle-class boys (ages 14 through 18) from a suburban high school in the San Francisco Bay Area listened to tapes of three short stories while reading along on their own copies. Each story was chosen for its brevity, its example as good literature, its potential interest to adolescent readers, its inclusion of a central male character, and above all, its ambivalence toward a moral dilemma concerning the characters' relationships with law, property, and each other.

The stories, "The Young Man and the Mouse," by William Saroyan; "After Twenty Years," by O'Henry; and "All the Years of Her Life," by Morley Callaghan, were presented randomly to the students. After each story was read and heard, the participants completed a Likert-type response-to-literature test, a free-response questionnaire, and a character-preference test. The DIT, response-to-literature test, respondents' ages, reading abilities, frequency of free responses, and character preferences were analyzed statistically via a chi-square test.

The major hypothesis was borne out at the .05 level of statistical significance. The principled (P) thinkers as defined by the DIT significantly more often chose interpretive (I) responses. Furthermore, the lower the raw 'P' score the fewer the interpretive responses and the higher the 'P' score the more frequent the interpretive responses. Moreover, reading level did not correlate with the interpretive score, nor did it highly correlate with 'P' scores. Age did not highly correlate with the 'I' score, nor did it correlate with 'P'.

Of some interest were the students' character preferences. Of the six major characters, three could be described as having been betrayed. Each had trusted the loyalty of one of the other major characters. The betrayed characters also shared another characteristic; they were, albeit superficially, least like the adolescent readers. For example, one was a mouse; one was a middle-aged woman; one was a notorious gangster. On the other hand, the three characters who were 'betrayers' were most like the respondents. All three were young men dealing with problems common in varying degrees to young adults. Significantly, almost three quarters of all those who responded to the character preference questionnaire (ten did not) chose the betrayed but unlike characters as their most preferred at better than a .01 level of statistical significance.

CONCEPTS OF DEATH PRESENTED IN CONTEMPORARY REALISTIC CHILDREN'S LITERATURE: A CONTENT ANALYSIS

Order No. 7919022

BIRX, Charles Robert, Ed.D. Northern Arizona University, 1979. 189pp. Adviser: John F. Rambeau

The purpose of the study was fourfold: (1) to determine, through content analysis, the concepts of death presented in a sample of contemporary realistic children's literature, (2) to determine the concepts presented to the various age groups, (3) to evaluate the appropriateness of the concepts presented to the different age groups, and (4) to determine the readability levels of the books under investigation. Eight questions were posed to aid the researcher in carrying out the content analysis.

The sample consisted of forty-two books selected because they appeared on at least four of eight book lists recommended by authorities in children's literature. Techniques of content analysis were used to determine the concepts of death presented in the books. Three instruments were used to aid in the collection of the data. First, the presence or absence of thirteen concepts of death was recorded. These concepts were: separation, impermanence, permanence, personification, avoidance, inevitability, universality, magical thinking, guilt, punishment, grief, ritual-funeral, and life after death. Second, identification of who or what died in the story was recorded. Third, the cause of death in each story was recorded. Readability data was recorded on readability worksheets and the interest level for each book was recorded on interest level data sheets.

The study found that: (1) twelve of the thirteen concepts of death were present in the sample, (2) eight of the nine concepts dealing with who or what died were present, and (3) all five concepts dealing with causes of death were present. Differences in the frequency and percentage of books presenting the various concepts were found. Differences also occurred in the concepts of death presented to the different age groups. Findings regarding the appropriateness of the concepts presented to the various age groups revealed: (1) in general, the basic concepts of death for the various age groups are not covered sufficiently, (2) concepts of who or what died are appropriate for each age group, and (3) concepts dealing with cause of death are appropriate for two of the three age groups.

Interest levels of the books ranged from preschool to twelfth grade. Interest levels were grouped into three categories: (1) preschool to kindergarten, (2) first to fourth grade, and (3) fifth grade and above. Books recommended for fifth grade and above occurred most frequently; books for first to fourth grade occurred next in frequency; least frequent were books for preschool to first grade.

Readability levels ranged from first to eighth grade. Books written between first and fourth grade were most frequent (69 percent). Thirty-one percent of the books were written at fifth to eighth grade levels.

The following conclusions were drawn. Books presenting the topic of death are available for children. The books are available for various interest levels. A range of readability levels is available among the books. The books present an appropriate variety of characters who die in the stories. An appropriate variety of causes of death is presented in the books. The thirteen concepts of death investigated were not present in sufficient number, were not sufficiently developed, and in general, were not appropriately presented to the different age levels.

AN ANALYSIS OF VALUES CONTAINED IN SECONDARY LITERATURE BOOKS ON THE STATE-ADOPTED LIST IN OKLAHOMA Order No. 7921226

CARD, Alva Marie, Ph.D. The University of Oklahoma, 1979. 128pp. Major Professor: Dr. John Pulliam

This study was concerned with whether values selected adults believe important for the young to find in their reading material are present in the literature books, grades nine through twelve, on the state-adopted list in Oklahoma. Values were defined as "the established ideals of life; customs or ways of acting that members of a given society find desirable."

A letter containing fifteen values identified from Review of the Literature and their definitions was mailed to a sample of urban PTA members. Recipients were asked to agree or disagree with the values and/or their definitions and to add additional ones, if they chose. No additional values were added, however. The fifteen values were courage, faith, honesty, independence, justice, kindness, love, loyalty, obedience, perseverance, respect, temperance, thrift, tolerance, and truthfulness. Methodology included numbering the selections in the literature books from all six companies on the state-adopted list. The literature was divided by categories: novel, drama, short stories, non-fiction, and poetry, and a random sample was drawn of the literature in each category. Three coders were trained in how the analysis was to be completed. Each coder was then given a chart listing the selections in the sample opposite a check list of the fifteen values and the word "none" for no value. Selections were read by the coders and the values found or not found recorded on the charts. Results were compiled by total values found, by values found in each category of literature, and by values found, highest of the fifteen to the lowest.

The readers found a collective total of 459 values in the sample. Total selections with no values were sixty-eight for Coder I, seventy-one for Coder II, and sixty-six for Coder III. Coder I found ninety-six selections with values; Coder II, ninety-three and Coder III, ninety-eight. Of the fifteen values, the most frequently found was love (sixty-three times); the most infrequently found values were temperance and thrift (four times each). All of the categories were coded as having more values present than not present in the literature. Coders found fewer values for number of selections in poetry than in any other category.

Total selections coded with values in the random sample supports the hypothesis that values are present in the literature.

THE SINGLE PARENT FAMILY IN CONTEMPORARY REALISTIC FICTION FOR YOUNG PEOPLE Order No. 7921280

CHAUDOIR, Mary Hyde, Ph.D. Indiana University, 1979. 169pp.

More than eleven million children under the age of eighteen lived in single parent homes in the United States in 1975, and that number has continued to grow annually. Single parent families increased seven times more rapidly than two parent families from 1960 to 1975. The rapid change of family form indicated by these statistics caused concern among educators who attempt to provide positive learning experiences for children. Questions arose concerning the content of the recreational reading matter available to the affected children. Were single parent families presented in fiction for young people so that these children could read about family forms similar to their own? Were the single parent families presented positively or negatively in the available fiction?

This study was designed to determine the treatment of single parent families in contemporary realistic fiction for young people. It was hypothesized that: (1) the single parent family is present in contemporary realistic fiction for young people, and that it is presented clearly enough to isolate and describe its characteristics; (2) the characteristics of such families reflect the standard accepted functions of an intact family which are defined as the provision of food, clothing, shelter, education, religious training, and nurturing; (3) there are identifiable prejudices present in the literature examined; and (4) there are identifiable problems inherent in the structure of the single parent families in the literature examined.

The five major areas of content that were subjected to analysis were the home, the family unit, familial emotions, non-familial relationships, and stereotypes applied to the single parent home or family status. The sample selected for analysis was composed of sixty-two contemporary realistic novels published in the United States from 1964 through 1974 which were designed for young people in grades seven through twelve. All of the novels were set in the United States and all of them contained a central adolescent character who was a member of a single parent family. Numerous sources were consulted in order to compile a sample representative of the total published output for the time span encompassed by the sample.

Analysis revealed that the typical single parent family in the literature examined is white, healthy, and middle to lower class. The family lives in a single family dwelling in a small town in the Northeast with the mother who must work. The children attend school but not church, love their parents, and appear to view their single parent homes as an acceptable family form.

It was concluded that: (1) single parent families appear in contemporary realistic fiction for young people; (2) main characters are presented clearly enough to describe, but those not relevant to plot development are less well defined; (3) single parent families in the sample perform all standard accepted functions of intact families except religious training which is ignored by slightly more than half of the books in the sample; (4) no identifiable prejudices were revealed through analysis, but evidences of stereotyping were found throughout the sample; and (5) problems inherent in the structure of single parent homes in the sample are coping with parental loss and adjusting to romantic involvements of the remaining parent.

EFFECTS OF THREE APPROACHES TO TEACHING POETRY TO SIXTH GRADE STUDENTS Order No. 7926369

FOLTA, Bernarr Paul, Ph.D. Purdue University, 1979. 219pp. Major Professor: Arnold L. Lazarus

Research suggests that children in sixth grade are at an important threshold in developing basic skills for interpreting metaphoric language in poetry. However, there is also evidence to suggest that children, because of their dependence on concrete operations, need special forms of cuing in learning how to approach the interpretations of poems.

This study investigates the effectiveness of three instructional support systems for cuing sixth grade children in interpreting metaphoric language of poetry. The first support system (Treatment A) involved regular classroom teachers who applied their own verbal cuing. The second system (Treatment B) included external instructional support through given media and the teachers' verbal cuing. The third system (Treatment C) provided internal support through the use of poets. The underlying assumption here is that the teacher who is a practicing poet brings to the classroom a unique set of writing experiences that assist in cuing. A special control group (Treatment D) who received no instruction in responding to metaphoric language in poetry was also used.

Subjects in this study were taken from sixth grade classes in three different school corporations in Tippecanoe County, Indiana. Through a method of randomization and matching within school systems, the investigator limited the number of subjects from 720 to 272 in 12 intact classes. Each treatment had 68 children and three classes.

The independent variable in this study was the method of instructional support. The dependent variables were the raw scores of children's responses to Form B of "A Look at Literature," particularly 11 critical items that dealt specifically with the interpretation of metaphor in poetry.

All three poetry-instruction groups were given the same instructional approach model and the same set of 24 poems from which the teachers selected 16 poems for instruction over an eight day period.

An analysis of the pre-test scores for Form A of "A Look at Literature" indicated no significant differences among treatments. An analysis of post-test scores showed no significance among treatments in the children's responses to a wide range of reading skills but that there were significant differences among treatments in the children's responses that dealt specifically with the interpretation of metaphoric language in poetry. As a result of the scores for the "11 Critical Items Measurement," the following rank order of mean scores was observed: Treatment C, Poets (highest); Treatment B, Media and Teachers; Treatment D, control; Treatment A, Teachers (lowest). The Newman-Keuls test indicated that differences between Treatments A and B and between A and C were significant at the .05 level. All other differences among treatments were not significant.

The findings suggest that children learned more in classes with internal or external support than in classes with no unique system of support. From data supplied by poets and teachers, it became apparent that Treatments B and C provided more experiential types of activities, whereas Treatment A provided more referential activities in approaching poetry. Teachers in Treatment B were given two films, twenty slides, and sixteen transparencies to prime children to interpret images as symbols and to experience tension in the poems through contrasting images. The poets in Treatment C were caught up with the dynamics of interchange in discussing levels of meaning, frequently shifting between the literal, and the symbolic, constantly weaving webs of meaning based on experience. Approaches used by the teachers were often based on referential guidance, with the teachers frequently limiting and sometimes telling the responses.

ON DEVELOPING AN AFFECTIVE HEURISTIC IN LITERARY RESPONSE Order No. 7927102

FRIEDMANN, Jane Frances, Ph.D. Indiana University of Pennsylvania, 1979. 208pp. Chairman: Frank T. Como

This study, prompted by the realization that teachers of beginning literature classes traditionally offer synopses of the selection at hand, the author's life and the cultural crosscurrents of the times, explores instead student response to fiction. Based on theories of reader response such as those of Stanley Fish and David Bleich, the project focuses on eliciting student response at selected intervals throughout three short stories. A control group was devised wherein fifteen students read and discussed three short stories: "Where Are You Going, Where Have You Been?" by Joyce Carol Oates, "A Good Man Is Hard To Find," by Flannery O'Connor and "Everything That Rises Must Converge," by Flannery O'Connor and wrote an essay response to the last. An experimental group, on the other hand, was given the same short stories with questions interspersed throughout the text. The aim of these questions was to elicit affective associations within the students' own experience to circumstances and characters within the text.

The assumption was that those students in the experimental group whose personal responses to the text had been systematically and thoroughly tapped would write literature based essays demonstrating the following:

A. more associations
B. more affective and interpretive statements
C. more references to events and details in the text
D. longer papers
E. more quotations from within the text.

The result of the study demonstrated that, indeed, the experimental group evidenced enhanced command of the selection itself, greater awareness of themselves while reading and consequently, increased engagement with the work and increased appreciation of the value of their reading experience.

A RATIONALE AND MODEL FOR TEACHING SECONDARY LITERATURE AS A MEANS OF PERSONAL GROWTH Order No. 7924061

GRAHAM, Loretta Marie, Ed.D. Temple University, 1979. 200pp.

The problem to which this study addresses itself is the way that literature should be taught in secondary school so that its broadening or humanistic aspects will be utilized to promote personal growth in students.

The study first presents an overview of the difficulty of bringing about change in education, and of the failure of education in general to accommodate itself to new priorities and new imperatives. Included in the overview are numerous reasons why education should move in the direction of humanistic teaching so that students will be helped to achieve their individual human potential through reliance on processes rather than on content alone. These facts about the general state of education are then discussed as they apply specifically to the teaching of literature.

As a logical outgrowth of the materials supporting conversion to humanistic teaching, a psychological rationale for such teaching is developed from the theories of Abraham Maslow, Carl Rogers, Sidney Jourard, Gordon Allport, and Clark Moustakas. These particular psychologists have been selected because they are identified with humanistic or "third force" psychology, and because each of them has published a body of work relevant to personal growth as well as a body of work related to education. To the psychologists and their convictions are added viewpoints of prominent educators and theorists. As in the discussion of the need for change in education, the concepts in the rationale are discussed first in relation to education in general and are then applied to the teaching of secondary literature in particular.

Because these concepts cannot be activated in the daily life of students unless the teacher is committed to their validity, some of the problems of teachers who undertake humanistic education are dealt with next. Possible resolutions of the problems as well as attitudes and characteristics that the teacher must bring to the classroom are discussed in some detail to emphasize the importance of the teacher in humanistic education.

To bring the rationale to completion, guidelines for teaching literature as a means of personal growth are based on the implications and common elements which emerge from the theories delineated in the rationale. These guidelines serve as a basis on which a design or model for teaching literature as a means of personal growth is built. The model is created specifically for application to secondary literature; it is designed to activate those processes which promote significant learning as a catalyst for that characteristic which encompasses all of the individual's other needs, drives, or motives--self-actualization.

MORAL EDUCATION AS A PART OF THE STUDY OF CHILDREN'S LITERATURE: AN INSERVICE MODEL AND CASE-STUDY Order No. 7922409

GUPTON, Sandra Lee, Ed.D. The University of North Carolina at Greensboro, 1979. 237pp. Director: Dr. David Purpel

The purposes of this dissertation were to explore the possibilities of approaching moral education as one aspect of children's literature and to design a model of inservice education for alternative means of providing for students' moral education in the school context. The research method is primarily a type of phenomenological inquiry that employs a variety of evaluative data-gathering techniques.

The first two chapters describe the background and complexity of children's literature, moral education, and the relationship of the two areas. The third chapter details a model of inservice education to respond to teachers' needs in attempting to provide for moral education as a deliberate part of the school's agency. The fourth chapter is an account of a case-study seminar based on the study's model of inservice education. The fifth chapter discusses conclusions, implications, and new questions resulting from the study.

Results indicate that the study's model of inservice education is especially suited to the topic, moral education, and is a reasonable model of inservice education for other educators with similar values. The model's appropriateness for other curriculum approaches remains uncertain.

The major advantages of the study's approach to moral education are concluded to be as follows:

1. efficiency in terms of time and money;
2. the use of readily accessible materials, i.e., children's books;
3. the inherent suitability of literature for stimulating students' moral reasoning.

The major disadvantages found in this approach involve the following risks:

1. abuse of the literature;
2. use of only didactic literature;
3. indoctrination of children by pressuring students to accept teachers' values.

A final note summarizes the researcher's reaction to the study and its personal and professional value to her.

A CONTENT ANALYSIS OF SECONDARY ENGLISH INSTRUCTIONAL MATERIALS IN LITERATURE PRODUCED BY PROJECT ENGLISH CENTERS Order No. 7920578

HART, Bernard Thomas, Jr., Ed.D. The University of Rochester, 1979. 183pp.

The purpose of this study was to describe, compare, and contrast ten programs in literature developed by Project English Curriculum Study Centers in order to determine the extent to which they agreed or disagreed in their statements of theoretical foundations and in their choices of organization, sequence, and content.

The method employed was content analysis. The content of each curriculum was viewed as a message, the Centers were viewed as communicators, the learners as the audience.

The procedure for collecting the data from either original documents or microfiche copies, and the analysis of the data required three major steps: (1) all of the statements of theoretical foundations were extracted from their sources and compared. It was found that most statements could be grouped in one of five categories: a) definitions of literature or beliefs in the importance of literature; b) theoretical views as to the structure of literature; c) benefits of or proposals for the sequence of content; d) approaches to learning; and e) proposed materials needed to implement objectives; (2) the tables of organization from each Center were examined to determine general approaches and the sequence of instructional materials from grade to grade. If no table had been constructed by a Center, one was designed from the text describing the program; (3) the literary content of each Center was key-punched on computer cards, sorted, and printed as a master list of 2,500 titles. Each line entry, in addition to a title, included the author, Center, and grade level placement of the title within the specific center. Differences in the grade placement of individual titles could then be observed.

The results of the analysis reveal the following: (1) within the five categories of theoretical foundations there existed considerable variety and difference. In some categories, only two of the ten Centers were in agreement. The most frequently mentioned theoretician in structure of curriculum was Bruner; the most frequently mentioned in the structure of literature was Frye; (2) within the tables of organization, six of the ten Centers chose the theme unit approach as the means of organizing each year's literary content. The most popular themes were heroism and man and society. Three Centers chose genre units as the basis for organizing literature. One Center advocated close correlation with the social studies curriculum as a means of organizing literary content.

Within the total literary content of the Centers 87% of the 2,500 titles were unique to a single Center; 13% of the titles were employed by two or more Centers. A general consensus for grade placement was reached for only 5% of the 2,500 titles comprising the master list.

Conclusions: (1) sufficient difference exists among the Project English Centers' curriculum materials in literature to provide local curriculum designers with a variety of options when developing their own programs; (2) within the majority of programs the titles and units are presented in a logical sequence that is consistent with the Centers' theoretical foundations; (3) only a small core of literature emerged which the majority of Centers agreed should be part of most students literary experience; (4) too few Centers produced materials for underachievers and minorities; (5) three Centers partially failed to fulfill the general objectives of Project English regarding either the publication of materials used in their experimental designs, or the development of materials in sufficient detail to serve as the materials variable in an experimental design; (6) although the first Project English curriculum materials were published more than a decade ago, certain specific units can still serve as a rich resource for those preparing to teach literature.

TEACHERS AS CHARACTERIZED IN CONTEMPORARY JUVENILE FICTION Order No. 7927257

LOCKE, Duncan Allan, Ph.D. University of Oregon, 1979. 111pp. Adviser: Dr. Robert Sylwester

Purpose

This study examined the manner in which authors of selected contemporary juvenile fiction portray teachers. Three main factors were considered:

(1) the extent to which the portrayal of fictional teachers could be construed as a negative or stereotyped image.

(2) the educational philosophy and methodology that writers ascribe to their teacher characters.

(3) the positive and negative aspects ascribed to teacher characters with regard to their professional status, their personal characteristics, their status in the community, and their lives outside the classroom.

Design

Fifty-one recent juvenile works of fiction were subjected to content analysis that provided data concerning the teacher characters in the books. The study sample was selected from a master list of 333 books identified by school librarians and students as having teacher characters. This list was reduced to a representative sample of fifty-one quality works. Books selected from the master list for examination in this study had to be (1) included in a notable book list, (2) recommended by an authority on juvenile literature, or (3) written by a notable author. Three titles not on the master list were added in order to include 1978 titles.

Instruments were designed and used to summarize information about each book, and to collect the data about the teacher characters. The data were then analyzed and used to determine the manner in which teachers were portrayed.

Appended to the study are the master list and an annotated bibliography of twenty recent noteworthy works of juvenile fiction examined in the study, in which teachers are significant characters.

Major Findings

The most significant findings with regard to the fictional teacher characters examined were:

(1) The majority of teacher characters were negatively or neutrally portrayed.

(2) Negatively portrayed teacher characters usually exhibited unreasonable or eccentric behavior, mannerisms, or appearance.

(3) Positive images of teachers appeared mainly in books for primary aged children.

(4) No character was depicted with a consistent positive teacher image, or as an adult model acceptable to students, colleagues, and the community alike.

(5) Female teachers outnumbered male teachers at all levels, while males dominated administrative roles.

(6) Methodology and curriculum were conservative and traditional. Discipline was punitive in nature.

(7) Little personal information was revealed about teachers, especially concerning their lives outside the classroom.

(8) The findings were consistent with similar earlier studies, indicating that the image of teachers is slow to change.

While the teachers in contemporary juvenile literature shared many qualities with contemporary classroom teachers, the overall negative image of the teachers in the study resulted from over-generalization and exaggeration of their foibles and vulnerabilities. The fictional teacher in juvenile literature today emerges as a caricature of its real-life counterpart.

AN ANALYSIS OF CHILDREN'S FOLKTALE COLLECTIONS, WITH AN ACCOMPANYING MOTIF-INDEX OF JUVENILE FOLKTALE COLLECTIONS. (VOLUMES I AND II)
Order No. 7916892

MacDONALD, Margaret Read, Ph.D. Indiana University, 1979. 1257pp.

This study considers the introduction of "fakelore" to children as authentic folklore. Factors found contributing to this misuse include: library misclassification, publisher's misrepresentation, textbook and encyclopedia misinformation, inadequate reviewing, poor teacher and librarian training, and lack of interest in children's materials from the folklore profession.

Few collections were found to attain standards of folkloric authenticity. Ways in which tales are altered in publication for a juvenile market are examined.

The study further deals with qualifications of the authors of juvenile tale collections. Standards are recommended for juvenile folktale publication, and guidelines are suggested for the reviewing of juvenile tale collections. A discussion of motif and area coverage in juvenile tale collections notes ethnic areas and genres lacking adequate treatment for the juvenile market.

A motif-index follows, using the form of Stith Thompson's Motif-Index of Folk-Literature. Tales included in 510 folktale collections and 188 picture books published for children are assigned motif numbers. This motif-index may be approached through Thompson's subject index. A cross reference to key motifs for Aarne-Thompson 300–1199 is included.

THE APPLICATION OF A PARADIGM FOR A RATIONALE FOR CURRICULAR USE OF FEMALE ADOLESCENT NOVELS
Order No. 7924728

MACUS STRANGE, Carol Ann, Ph.D. University of Pittsburgh, 1979. 235pp.

The study demonstrates the development of a rationale for curricular use of female adolescent novels through application of a paradigm adapted from explanation theory by Hempel, Oppenheim, and Dray, and curriculum theory by Beauchamp. The paradigm represents a systematic procedure as well as a disciplined approach to the development of a rationale for making decisions about curriculum.

The contemporary concerns about students' reading abilities and interests, sexism in educational materials, and the unique needs of female adolescents prompted the selection of female adolescent novels as a proper subject to which the paradigm for development of a rationale is applied.

The essential processes of the paradigm are the description of selected known elements, the identification of assumptions underlying the elements, and the development of a rationale through synthesis of the derived assumptions. The following six elements which impact on decisions about the use of female adolescent novels were selected for description and constitute the data of the study: (1) the mandates of the Commonwealth of Pennsylvania; (2) writings by educators concerning traditional, existing, and proposed uses of adolescent literature in the English curriculum; (3) research relating to adolescent literature in the English curriculum; (4) recommendations and recent research concerning the role of women as it relates to adolescent literature; (5) traditional and existing views of the female adolescent as evidenced in the psychological literature of female studies; and (6) the nature of the novels of adolescence written for female adolescent readers from 1960–1978.

Assumptions about the nature of female adolescents and about learning and instruction implicit in the six elements are identified, and a rationale about curricular use of the female adolescent novels is derived from the assumptions.

The paradigm is shown to be a useful strategy for making curricular decisions. The separate researching of contributing elements and the subsequent identification of underlying assumptions facilitates the recognition of relationships, differences, and contraditions between and among the several elements. The rationale then becomes the basis for determining the nature of the curricular event.

COMPUTERIZED CONTENT ANALYSIS OF LITERARY RESPONSE: A FEASIBILITY STUDY
Order No. 7925277

MADDEN, Franklin Francis, Ph.D. New York University, 1979. 224pp. Chairman: Professor Carl P. Schmidt

It was the purpose of this study to determine whether the Purves system of content analysis Elements of Writing About a Literary Work could yield, specifically from its Engagement-Involvement category, classification of statements adaptable to computerization, following the broad schema of the General Inquirer.

Procedure

1. Novels, plays, short stories, and poetry were chosen and, prior to class discussion, students were asked to respond from personal experience to their reading of this literature. The respondents were 137 students enrolled in Freshman English and in second year literature electives during the academic year 1977–78 at Westchester Community College, an open admissions institution located approximately 20 miles north of New York City.

2. 241 Responses were collected and examined, and 281 statements which fit the specifications of the Engagement-Involvement category were selected. The number of statements required for precise estimates was 20 times the number of elements in the category (20 X 14 = 280). In order to support the reliability of classification into appropriate elements, three readers independently coded each of the collected statements. Before statements were accepted for element classification, they were agreed upon by at least 2 of the 3 coders.

3. By examining and comparing statements classified under the same element for linguistic and semantic commonality, a determination was made about the type of language cues which affected the choices made by the coders. When these language cues were viewed in relation to the specifications for each element, it was possible to develop tag categories for a content analysis dictionary.

4. Classification rules were constructed based on the identification of contingency patterns of tags unique to each element. This classification system will generate identification of statement with element solely on the basis of language and syntactic analysis derived from tag contingencies.

5. The practicability of this classification system, given the constraints of the General Inquirer was determined. This included an examination of editing and text preparation requirements necessary for effective and reliable performance

of the classification system within the computer. Problems identified in the study were examined and modifications proposed, which when actualized would allow adaptation.

Results

When the computer oriented classification rules were applied to the statements collected in this study, the results were quite impressive. Prior to any revisions, the computer rules matched the placement of 227(89.37%) of the 254 statements which were classified by 2 of 3 coder agreement. Following an analysis of the discrepancies between the computer and coder classification and rule revisions, placement was matched in an even more impressive 233(21.73%) of the 254 statements.

An equally impressive result occurred when the computer rules were applied to the 27 statements left unclassified by the manual method requiring 2 of 3 coder agreement. 21(77.77%) Of these statements were placed by the computer rules. When these statements were added to the statements on which the computer rules reasonably disagreed with the coders, 262 (93.24%) of the original 281 would be classified; whereas the manual method (because of the 2 of 3 agreement required) placed only 254(90.39%) of the 281 statements.

A CONTENT ANALYSIS OF CHILDREN'S BOOK REVIEWS FROM HORN BOOK MAGAZINE, 1975 Order No. 7915389

MAHONEY, Ellen Wilcox, Ph.D. University of Illinois at Urbana-Champaign, 1979. 96pp.

Children's literature has often borne the brunt of demeaning and unjustified criticism. An in-depth study of the literary criteria used by reviewers of children's books would help to validate the field as a reputable component of literature in general. Furthermore, it is highly important that strict consideration be given to the literary elements selected for discussion by children's book reviewers because their analysis of the works is crucial to the production of literature of excellence. Such an investigation of critical literary standards discussed by children's book reviewers might also assist teachers and librarians with the selection of children's books since most selections are made from recommendations of reviewers in major review journals. With knowledge of the standards employed by reviewers from a reputable reviewing journal, teachers and librarians may be better equipped to select reviews which address the books' literary merits. In this way, teachers and librarians may offer their students the best literature available.

Unfortunately, researchers have addressed certain criteria used by reviewers when analyzing children's books; however, they have ignored other criteria. Researchers have emphasized the reviewers' discussion of the books' appropriateness in a classroom setting. The practical application aspects of the books were frequently discussed. Consideration of the ways reviewers chose to discuss the books' literary aspects, i.e., the form and content of the works, were emphasized less often.

In order to determine how reviewers from a reputable, professional journal approach the literary analysis of contemporary children's books, 221 reviews of books of fiction selected from Horn Book Magazine, 1975, were analyzed for content. The reviews were analyzed according to the criteria established in Elements of Writing About A Literary Work: A Study of Response to Literature (Purves and Rippere). Such an analysis permitted close investigation of the literary criteria Horn Book reviewers discuss when reviewing books, as well as the nature of their responses: affective, perceptive, interpretive, and/or evaluative. In addition, variations in analytic approach were considered according to age level of the book's audience, individual reviewer, author's record of publication, and judgmental direction of the review.

Findings revealed that Horn Book Magazine is primarily concerned with the literary rather than the practical analysis of children's books. In general, most of the statements dealt with the content of the works discussed, whether the reviewers described it, reacted to it, interpreted it, or evaluated it. Of the formal aspects of the works, only the tone, mood, or point of view received more than passing attention in the descriptive parts of the reviews, although formal evaluations were as frequent as evaluations of content.

Other findings revealed: (a) Horn Book reviewers provide nonevaluative criteria in their reviews thereby permitting their audience some responsibility in the selection process; (b) the degree of interpretive response to books is directly related to age level of the book's audience; (c) reviewers apply the same literary standards to books by unestablished authors as they do to works by established authors; (d) Horn Book Magazine tends to publish reviews which are generally positive in nature; (e) reviewing of negatively criticized books involves greater attention to discussion of author's method, that is, the structure of the work--the relation of form and content.

Because this research revealed that Horn Book reviewers do apply literary criteria to children's books, this research indicates that better writing for children can withstand critical analysis and evaluation. Such writing holds artistic and literary merit and a worthwhile message for its readers. Teachers and librarians need to provide literary experiences of this caliber for children. They must therefore consult reviews in which the books' literary merits are considered.

THE COMPARATIVE EFFECTS OF USING AN HOLISTIC METHOD VERSUS A DISCRETE SKILLS METHOD OF TEACHING READING COMPREHENSION ON ELEVENTH GRADE STUDENTS' ABILITIES TO ANALYZE LITERATURE AND TO RECOGNIZE LITERARY PROFUNDITY Order No. 7924382

MARIN, Glenn Henry, Ed.D. Northern Illinois University, 1979. 104pp. Director: Raymond B. Fox

The basic purpose of this study was to investigate the comparative effects of teaching the analysis and the recognition of the profundity of literature by means of an holistic method versus a discrete skills method on eleventh grade students' abilities to analyze and to recognize the profundity of literature. There were two independent variables and two dependent variables in this study. The independent variables were teaching method (holistic and discrete skills) and academic achievement track (low ability, average ability, and high ability). The two dependent variables were literary analysis abilities and the ability to recognize literary profundity. Because of a lack of experimental data, as revealed in the literature search, concerning the relationship of these two dependent variables, the decision was made to investigate the possibility of such a relationship as an adjunct to the main study.

The experiment measured the results of fifteen weeks of instruction on 141 students selected from a Chicago suburban high school. Six teachers assigned to teach eleventh grade English classes for the first semester of the 1978-79 academic year were randomly chosen to participate in the experiment. A total of six intact classes were chosen to participate by using a stratified, random procedure.

The Tests of Academic Progress: Literature and the Revised Andresen Test of Literary Profundity were used to measure the dependent variables. A factorial analysis of variance was used to compare post-instruction scores of the experimental and the contrasting groups. A Pearson product-moment coefficient of correlation was performed to investigate the relationship of the two dependent variables.

Based upon the findings of the study, the following conclusions were drawn:

1. Eleventh grade students of low, average, and high academic ability benefit neither more nor less from the holistic method of instruction than from the discrete skills method of instruction in the development of literary analysis abilities.

2. Eleventh grade students of low, average, and high academic ability exhibit a more proficient ability to recognize literary profundity when taught by an holistic method than by a discrete skills method.

3. Students of higher academic ability generally obtain higher test scores than students of lower academic ability in literary analysis abilities and in the ability to recognize literary profundity.

4. There is a statistically significant correlation between literary analysis abilities and the ability to recognize literary profundity, although numerically the correlation is too low to permit valid prediction.

The findings suggest a need to investigate the efficiency and effectiveness of teaching reading comprehension in eleventh grade literature classes through a discrete skills approach. Eleventh grade literature programs that are organized on the basis of the mastery of literary analysis skills through the use of content-oriented behavioral objectives may need to be refashioned to also consider the importance of the reader who brings to literature class an already developed cognitive strategy. Reading is a "meaning-obtaining" process, and the interaction of book and reader should be the primary concern of a literature program.

Because the findings indicated that students of higher academic ability generally score better than students of lower academic ability on texts of literary analysis abilities and the ability to recognize literary profundity, high academic ability students may be hampered in the process of developing reading comprehension if they experience a totally discrete skills orientation when viewed in the light of their already highly developed cognitive strategies.

Finally, the significant correlation between literary analysis abilities and the ability to recognize literary profundity leads to the implication that these two facets of the literature program may also be related to general reading comprehension. If this is actually the case, then an eleventh grade literature teacher may be better able to differentiate instruction by being aware of students' reading comprehension abilities.

BLACK LITERATURE IN COMMUNITY COLLEGE ENGLISH PROGRAMS AND SOME GUIDING PRINCIPLES FOR TEACHING BLACK FICTION TO THE "NEW STUDENT"

Order No. 7915597

MOORE, Wynelda Bahner Satisfield, Ed.D. Auburn University, 1979. 168pp. Director: A. D. Alley

The objective of this study was to describe the general structure of English programs in the community college and to explain the important concepts that can be conveyed through using black fiction as an integrated part of the composition and literature classes. Today's community college student has been identified by many researchers as "a new breed" of student who is less able academically and less motivated than the four-year college students. Poor reading habits and personal problems strongly suggest that exposure to the "new revolutionized black fiction" may touch the needs and interests of the complex community college student and help the student to cope with the world today. There is no substitute for rich literary experiences.

This study further presents the philosophical and educational assumption that the English program must give the student enough instruction and experience in reading good literature so that he will read more and understand what he is reading. Research in black fiction from the 1900s to the 1970s reveals that the thematic development coincides with the problems and lifestyles of the "new students." The integrated English program is the goal toward which the community college must move.

Guiding principles for the teaching of black fiction are:

1. Teachers of English in the community college should have a well integrated philosophy of what black literature should be for all students.
2. The teacher should have a rationale for integrating the works of black writers with other materials.
3. The teacher of black fiction should be aware of censorship and have practical solutions for dealing with it.
4. The teacher should be cognizant of dialectal vernacular that may create problems for the students--blacks as well as non-blacks.
5. The teacher of English should have a bibliography of works by black writers suitable for common and individual reading tastes.

AN ANALYSIS OF THE NEED FULFILLMENT IMAGERY IN FANTASY LITERATURE FOR CHILDREN

Order No. 7918311

RUPERT, Pamela Rae, Ph.D. The University of Akron, 1979. 295pp. Major Adviser: Dr. Judith A. Noble

The Problem

Several major questions about the contents of modern fantasy literature for children were raised in this study. These questions were:

1. Do modern works of fantasy address themselves to the basic needs of mankind as delineated by the psychologists?
2. Do the fantasy devices employed contribute to the portrayal of needs and their resolution?
3. Do the books suggest resolutions to problems which promote growth toward maturity and independence?

Procedures

In order to answer these questions, forty contemporary fantasy books published in the United States during the period 1945–1977 were sampled. All books included in this study were designated as suitable for or of interest to children between three and fourteen years of age.

The method used to analyze the need imagery and use of fantasy devices was that of content assessment. Six broad categories of needs were identified from the review of the literature to form the framework for the analysis of need imagery. These categories were: Physiological and Safety Needs, Affiliation Needs, Power Needs, Novelty Needs, Aesthetic Needs and The Need for Knowledge. Three major fantasy devices were determined; these were polarization, externalization, and transformations.

Conclusions

Major conclusions regarding the use of fantasy to explore need fulfillment themes in contemporary literature for children were:

1. The findings indicated that the basic needs of mankind, as outlined above, were addressed in the books reviewed. Particular emphasis was found on physiological and safety needs, affiliation concerns, and the drive for power, but the need for knowledge, aesthetic experience and novelty were also present. Possible conflicts between needs were shown, and a variety of means of resolving related problems were depicted.
2. It was the conclusion of this study that fantasy structures were effectively used to portray concretely and dramatically concerns universal in nature. Inner feelings and contradictions in personality were manifested through externalization and transformations of characters; polarization was used to sharpen contrasts.
3. The question inquiring if the books suggested resolutions to problems which promote growth toward maturity and independence was answered in the affirmative. Character change in the direction of greater reciprocal involvement with other beings and increased knowledge of the self was depicted. Independence and assertive behavior were generally approved. In sum, the books projected a positive view of man's ability to master problems.

TEACHING NATIVE AMERICAN LITERATURE IN THE HIGH SCHOOL: THEORY AND PRACTICE

Order No. 7926327

SASSE, Mary Hawley, Ph.D. Southern Illinois University at Carbondale, 1979. 334pp. Major Professors: Dr. Jewell A. Friend and Dr. Harry G. Miller

In recent years English teachers have become aware of the centuries-old literary tradition of Native Americans. Handicapped by inadequate information and ill-suited methodologies, however, secondary English teachers are asking these ques-

tions: What does the body of Native American literature include? How can the content be arranged and approached for successful instruction? What teaching strategies are effective? In addition to a brief overview of Native American literature, this study provides: (1) a theoretical consideration of the focus and arrangement of the literature; (2) approximately 250 pre-reading, reading, and post-reading activities designed to facilitate the study of Native American literature; and (3) recommendations.

The nature of Native American literature is complicated by many factors, not the least of which is the literature written by Non-Natives about the Native American. Because the latter tradition frequently misrepresents the Native American experience, it should not be confused with or substituted for literature by Native Americans. In addition, because the literature begins in prehistoric times and is the product of many cultures, knowledge of cultural area values is essential for any interpretation of early songs, prayers, legends, chronicles, ritual speeches and prose cycles. An understanding of the dynamic nature of cultures is important in regard to what can be called transitional literature; that is, the autobiographical accounts, orations, treaties, and other non-fiction created after the invasion of this continent. Tribal identification is often a source of pride to particular authors of novels, short stories, short and book-length non-fiction, and poetry in the twentieth century.

Once identified, the literature must be arranged so it can be studied successfully. Although certain advantages accrue from chronological, generic, thematic and other arrangements, the disadvantages of each suggest another approach--one which shifts the emphasis from the teacher to the student. Thus considered, reading Native American literature is a three part process. Pre-reading activities--gathering materials, creating awareness, investigating languages/communication, and considering translations--set the stage. Reading activities, predicated upon the idea of shared response, concern three domains: traditional, transitional, and modern Native American literature. Post-reading activities, designed to reinforce the reading, provide means for evaluation of cognitive and affective outcomes. In all three parts of the process, listening, speaking, writing, and reading skills are activated.

Although a significant amount of Native American literature exists, publishers are urged to increase and upgrade their output. Bibliographers are also urged to continue their work. Of most importance, however, is the commitment of English teachers and administrators. They must be helped to understand that the study of Native American literature is essential so students will be informed about the past and present Native American reality.

TEACHER'S VERSUS STUDENT'S PERCEPTION OF A CHILDREN'S BOOK
Order No. 7922553

SCHWEBEL, Carol Rose, Ph.D. The Ohio State University, 1979. 177pp. Adviser: Professor Charlotte S. Huck

Purpose. This study was designed to measure children's understanding and reaction to a children's storybook and to assess teacher's knowledge of children's level of understanding. Specifically, this investigation explored the following three questions.

1. Do children of kindergarten, third grade, and sixth grade age differ in their understanding and reaction to the same selection of children's literature?
2. Can teachers accurately predict students' reaction to and understanding of a selection of children's literature?
3. Can children's literature be used as an instrument for assessing children's moral understandings?

Procedures. The seventy-five children who served as subjects attended elementary school in a midwestern middle class suburban city. Twenty-five children were selected from one kindergarten, one third grade, and one sixth grade classroom. The twenty-seven adults who volunteered to serve as subjects were primary grade teachers enrolled in an advanced children's literature class at The Ohio State University.

Subjects responded to parallel forms of the same semi-structured, open-ended questionnaire. Each group of subjects was asked to respond to questions designed to reveal the subject's recall of, understanding of, and reaction to the story Bread and Jam for Frances by R. Hoban. Subjects' responses to the questions were then categorized and comparisons of responses among groups were made. Chi square tests were performed to determine differences among the three age groups of subjects and to determine differences in responses between kindergarten and third grade subjects and their respective teachers. Descriptive statistics were used to examine children's moral understandings.

Results. The following results reflect the three aspects of literary interaction explored in this investigation. (1) A developmental trend was evident among the three age groups of children studied in questions of content, questions concerned with the subtleties of plot development, and questions of understanding. Nonetheless, it was also found that even at the sixth grade level less than half the subjects could identify the message of the story; that is, when questioned about what they learned from the story the majority of subjects failed to respond with "You should try new foods." (2) Teachers of both kindergarten aged children and third grade aged children were not predictive of children's understanding of the message of the story. Specifically, while teachers were predictive of children's knowledge of the content of the story and of their inability to grasp the author's use of subtle details in plot development, they assumed children would have far greater understanding of the story's message than they in fact did. (3) While data in the area of moral understanding and judgment was inconclusive, the present study did demonstrate the possibility of using literature to study children's moral understandings.

The findings appear to have practical value for educators. They illustrate that to maximize the learning yield from literature, teachers must (1) attend to the assumptions they make concerning children's understanding of literature, (2) select books appropriate to children's developmental level, and (3) monitor the interactive process between children and a literary work.

SEX-ROLE STEREOTYPING IN SELECTED AMERICAN CHILDREN'S FICTION FROM 1950 TO 1974
Order No. 7925293

SMITH, Rona, Ph.D. New York University, 1979. 239pp. Chairman: Professor Terence P. Moran

The present study examines the nature and extent of sex-role stereotyping in selected children's literature published from 1950 to 1974. The theoretical basis for the study comes principally from the social learning theory of role development that children can and do learn role norms through symbolic models and from the finding that there is a prevailing sex-role stereotype prevalent in American culture limiting males and females beyond inherent biological differences. The potency of a stereotype lies in its ability to function as a shaper of future perceptions; to cause expectation to take over from reality when beholding the stereotyped group.

The methodology of the study: five-year periods were selected as representative of the three decades since 1950. Titles were selected from the Children's Catalog and limited to 25 for each decade, selected randomly. Predetermined behavior and emotion categories were set up with reference to child development literature. Each book was read and the three sections (beginning, middle, and end) were reread, coded on sheets and later transferred to computer punch cards. The data were analyzed by computer and the relations of variables were tested by chi square.

The question of the nature of the sex-role stereotype presented in the children's books was divided into four components for research purposes. The first part dealt with the comparative presence of male and female characters. Characters were further identified by age (adult/child), major or minor status in the books, and the decade of the book. The second question dealt with characters' behavior; what they do and what is done to them. The third question sought to determine whether there were differential consequences for behav-

ior preformed by a male or a female. Lastly, the study looked at the emotions of the characters.

The first question revealed an under-representation of females of all character-types. In the 1950 and 1960 decades there are two males for each female in the books. In the 1970's books there is greater representation of females, but this degree of change is not statistically significant.

Research question two yielded the finding that males and females engage in the same three principal behaviors over the decades (competence, curiosity, and cognizance). There is a significant change over time, however, for some character-types, in the rate of performance of these principal behaviors with females performing an increasingly larger share of these behaviors over time. Females are the objects of behavior at rates slightly disproportionate to their rate of presence.

The third question of behavior consequences yielded no meaningful findings due to the scarcity of character interaction and the almost total lack of behavior consequences found in the books.

The pattern of emotions shows no regular pattern by gender. Emotions such as joy and anger show up frequently as principal behaviors but they seem more linked to age (adult/child) than gender.

Qualitative observations reveal an underlying difference in the treatment of the sexes. There are instances of gratuitous anti-female remarks without parallel treatment of males. Also, there were distinct limits to female behavior. Mothers who work were shown as a cause of difficulties for their children.

Because of the disparity between the quantitative and qualitative analyses, the study finds a need for care in the selection and application of content analysis categories so as to encompass all areas of communication content that might influence audience perception.

THE READING PRACTICES OF PARTICIPANTS IN CONTINUING EDUCATION ACTIVITIES Order No. 7919707

SPANN, Sylvia Sydney Warrick, Ph.D. University of Southern Mississippi, 1979. 160pp.

The purpose of this study was to describe and analyze the amount of time spent reading and the types of literature read by participants in continuing education activities at a selected university. An attempt was made to identify the factors having a significant relationship to the two variables. A 23-item survey instrument was administered to participants in continuing education courses, workshops, seminars, and in-service programs at the University of South Alabama during Summer Quarter, 1978. Completed instruments were received from 694 respondents. Analysis of the data by multiple regression techniques revealed a large number of statistically significant relationships at the .05 level of probability among the independent variables of course enrollment, selected personal traits, interests, motives for reading, and availability of reading materials and the dependent criterion variables of amount of time spent reading and types of literature read. Relationships that were not found significant at the .05 level of probability were (1) the relationship between course enrollment and types of literature read and (2) the relationship between interests and the types of literature read.

Results of this study showed that the greatest number of subjects surveyed were engaged in professional occupations, chose career development courses above other types of courses, were between 25 and 36 years of age, and had incomes ranging between $15,000 and $25,999 per year. They preferred nonfiction to fiction, read primarily to learn, and engaged in personal, intellectual, and spiritual activities more than any other. The average amount of time spent reading each week by this group was 6.83 hours.

Based on the findings of this research it appears that there is relationship between selected factors and reading. The population profile suggests young, ambitious, avid readers who are motivated by learning. It is, therefore, recommended that classroom teachers, adult educators, and public librarians consider these implications when planning to meet the needs of adults in continuing education activities.

COGNITIVE AND AFFECTIVE RESULTS OF THREE METHODS OF PRESENTING STORIES TO THIRD GRADE STUDENTS Order No. 7927551

STAPLES, Emeline Susan, Ph.D. The Louisiana State University and Agricultural and Mechanical College, 1979. 132pp. Supervisor: Charlie W. Roberts, Jr.

The purpose of the investigation was to compare the effectiveness of three different methods of storytelling in the media center for both cognitive and affective learning by third grade students: (1) video tape, (2) audio tape, and (3) live storytelling presentations. As a second dimension to the problem, the subjects were classified into sub-groups on the basis of standardized reading comprehension test scores. Analysis was repeated to determine whether students with low, middle, or high ability in reading comprehension responded with any significant difference in terms of achievement or attitude among the three treatment groups.

One hundred seventy-six (176) subjects enrolled in the third grade of the West Baton Rouge Parish Schools, (Port Allen, Louisiana) participated in the study. In each of three elementary schools, students were randomly assigned to treatment groups. All instruction and data collection was conducted by the investigator in the schools' media center facilities. All subjects were exposed to two stories, but in only one of the three methods of presentation. The two stories used were selected from those recommended for third grade by The Elementary School Library Collection. Immediately following each presentation, two data collecting instruments were administered, a multiple choice comprehension test and an attitude scale. Resulting scores were subjected to computer analysis using an analysis of variance statistical procedure with all tests for significance at the .05 confidence level.

In comparisons for the cognitive aspect of the study, those students who received the live storytelling presentations (N=57) scored significantly higher than those who listened to audio tapes (N=62). No significant difference was found to exist for comparisons of the video tape presentations (N=57) to either of the other two methods among the comprehensive groups.

Among the sub-groups, a significant difference was found in favor of the live storytelling group when compared to the audio tape group for low ability readers. Comparisons of all three treatments among the subjects classified as middle and high ability readers yielded no significant differences.

For the affective aspect of the experiment, no significant differences were found among any of the comparisons in the comprehensive or sub-groups.

The investigator concluded that although audio taped stories were not an adequate substitute for live storytelling to facilitate cognitive learning for heterogeneous groups, video taped versions of stories were relatively as effective as presentations by a storyteller. For middle or high ability readers, all three methods of presentation were equally effective, but for students with low skill in reading comprehension, the audio tape presentation was significantly less effective than the other two. The study reinforced the need for further research regarding the relationship of media and learning in the affective domain.

THE EFFECT OF A UNIT IN CHICANO LITERATURE ON NINTH-GRADE STUDENTS' ATTITUDES TOWARD CHICANOS Order No. 7918656

STENSON, Sharon Anne, Ed.D. The University of Tennessee, 1978. 107pp. Major Professor: Dr. Mark A. Christiansen

An exploratory investigation was conducted in an attempt to determine the effect of a unit in Chicano literature on ninth-grade students' attitudes toward Chicanos. Three intact classes of sixty-one ninth graders from the Knoxville City School System were involved in the experiment. None of the subjects were Chicanos and none of the students had experienced personal contact with Chicanos.

The research design used in this study was the time-series design which consisted of the following phases:

1. Three ten-minute sessions for two weeks on students' attitudes toward Chicanos during the spring quarter of 1978 preceding the unit in Chicano literature. The instrument used was the Ansusa Attitude Scale.

2. Two weeks of participation in the Chicano literature unit. The selections coincided with the twenty items on the Ansusa Attitude Scale.

3. Three ten-minute testing sessions for two weeks on students' attitudes toward Chicanos during the spring quarter following the Chicano literature unit. The Ansusa Attitude Scale was again administered to the students.

The Ansusa Attitude Scale was utilized to assess students' attitudes toward Chicanos during pretesting and posttesting. Since the test was constructed by the researcher, content validity and test-retest reliability were established for the scale.

Fisher's t-test was employed for each item on the Ansusa Attitude Scale in order to determine any significant difference in two sets of pretest scores and two sets of posttest scores. No statistically significant difference was found between the two sets of pretest scores and the two sets of posttest scores. Fisher's t-test was then computed to ascertain whether a significant difference existed between the pre/posttest scores. Frequency and frequency percents were also computed for each item on the AAS. The AAS was analyzed concept by concept.

Additional sources of data which consisted of students' written and verbal responses to the activities included in the Chicano literature unit served as secondary sources of information.

The first research question posed for investigation was as follows:

Is a statistically significant attitudinal change toward Chicanos evident among students who complete the Chicano literature unit?

In the main, there was no statistically significant difference in attitudes toward Chicanos from pretest to posttest in students who completed the two-week Chicano literature unit. Only Item 20 was found to be statistically significant at the .01 level. This item stated that Chicanos had made jobs harder to get for other people by accepting lower wages. It is interesting to note that students, in general, exhibit positive attitudes toward Chicanos.

Additional sources of data suggest that a comparison between students' descriptions of Chicanos, prior to and after the Chicano literature unit, indicate a change in some students' concepts of Chicanos.

The second research question posed for investigation was as follows:

If there is a statistically significant attitudinal change, will the same change be evident in the delayed posttest, i.e., the posttest administered two weeks after the first posttest?

There was no statistically significant difference in attitudes toward Chicanos from the first posttest to the third posttest in students who completed the two-week Chicano literature unit. Students' positive attitudes toward Chicanos did not change between posttests.

PERSONALIZED INSTRUCTION AND MASTERY LEARNING: MODULES FOR THE SURVEY OF AMERICAN LITERATURE

Order No. 7926320

TRAN, My-Luong Thi, Ph.D. Southern Illinois University at Carbondale, 1979. 175pp. Major Professor: Dr. Paul H. Morrill

This dissertation reviews the history of the efforts to create individualized instruction, differentiates between and among individualized programs. Out of this context, modules for the teaching of the literary history of the United States were designed, based upon the pedagogical theories which the described individualized programs propound.

After this review, a fourteen-part course was designed in modular form in an effort to present a creative alternative for teachers and students who are familiar with only the traditional methods of studying American literature. The following conclusions were drawn: (a) the Personalized System of Instruction (PSI) and its pedagogical concepts can be used in the design of a beginning course of American literature at the college level; (b) the study of American literature lends itself to self-paced instruction; and (c) the learning theories of Bloom, Gagne, and Keller are not inappropriate for teaching/learning American literature.

These recommendations then logically followed: (a) that further study should include testing of the modules on selected populations (such as students with low ACT scores or adult students); (b) that the modules developed after testing be entered into the PLATO system; (c) that other areas of the liberal arts be encouraged to design similar programs; and (d) that the modules be made available as refresher courses for students preparing for the GRE.

RESPONSE TO SHORT STORIES AS RELATED TO INTEREST AMONG COMMUNITY COLLEGE STUDENTS

Order No. 7926185

TUTTON, Betty Jane, Ph.D. University of Minnesota, 1979. 102pp.

This study investigated the written responses of a group of community college students in southwestern Florida to selected short stories. Specifically, it investigated whether these readers' responses to stories they considered to be of high interest differed from their responses to stories they considered to be of low interest, with respect to the amount of response, the domain of response, and the overall quality of response.

The subjects were students in freshman composition classes. The stimulus materials were four short stories: "The Lottery" by Shirley Jackson, "The Leader of the People" by John Steinbeck, "The Horse Dealer's Daughter" by D. H. Lawrence, and "The Open Boat" by Stephen Crane.

Subjects read and responded to the four stories in their regular classrooms within four consecutive, regularly scheduled class meetings. Following the reading of each of the four stories, each subject ranked the story on a Likert scale, from 5 (Very Interesting) to 1 (Very Uninteresting), and wrote a response to the story. After all four stories had been read and interest-rated, and the response protocols written, subjects ranked all four stories from the Most Interesting to the Least Interesting. On the basis of both interest ratings, two response protocols were selected for each subject, one in response to the high-interest story and one in response to the low-interest story.

Three judges analyzed and scored the 196 protocols of the 98 subjects. Amount of response was determined by a count of the T-units (Hunt, 1965) in the response. Domain of response was described by using the Purves (1968) categories. Quality of response was measured by using the scale developed for use by the National Assessment of Educational Progress (1971). Three non-parametric tests (Siegel, 1956) appropriate for the analysis of paired data were used to test the nine null hypotheses that had been projected, since all the data were paired: the Wilcoxon matched-pairs signed-ranks test was used to test the three null hypotheses for amount of response; the binomial test for domain of response; and the sign test for overall quality of response.

Interest was found to be significantly related to the quality and the amount of response, though not be the domain of response: in comparison to the protocols written in response to low-interest stories, those written in response to high-interest stories contained more T-units and were judged to be of higher quality.

The results of this study suggest that special attention be given to student interest in the teaching of literature and writing courses in the community college. The important thing for the teacher to remember is that student interest, whether it already exists or is induced by teaching strategies, heavily influences student response behaviors. There is a need for further research into the nature of the literary interests of community college students relative to their reading ability, reading experience, prior instruction, and their personal and vocational interests.

Research is needed to determine what aspects of a story affect interest and to determine relationships between motivation and writing.

The relationship between interest and response that has been demonstrated in this study suggests the need to consider the interest variable in designing reading tests and raises questions about all research into reading and literary response which does not consider the interest variable.

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